



Participation v1.5

Spring 2007

English Language Arts and Mathematics

High School

Grade 11

Official Released Items

MICHIGAN STATE BOARD OF EDUCATION**STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

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The Grade 11 Participation v1.5 English Language Arts and Mathematics Assessment was administered for the first time in Spring 2007. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Spring 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Spring 2007 *Grade 11 Participation v1.5 English Language Arts and Mathematics Assessment*. *Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.*

| English Language Arts Strand | Number of Core Items | Number of Released Items | Number of Embedded Items |
|--|----------------------|--------------------------|--------------------------------|
| Accessing Information | | | 5 (varies by strand) |
| Word Study | 3 | 1 | |
| Comprehension | 3 | 1 | |
| Expressing Ideas | 4 | 1 | |
| English Language Arts Item Subtotal | 10 | 3 | |
| English Language Arts Possible Points Subtotal* | 60 | | |
| Mathematics Strand | Number of Core Items | Number of Released Items | Number of Embedded Items |
| Numbers and Operations | 3 | 1 | 5 (varies by strand) |
| Measurement | 2 | 1 | |
| Geometry | 4 | 1 | |
| Data and Probability | 1 | 0 | |
| Mathematics Item Subtotal | 10 | 3 | |
| Mathematics Possible Points Subtotal* | 60 | | |
| Total ELA and Mathematics Items | 20 | 6 | 10 |
| Total Possible Points | 120 | | |

*3 points/item Primary Assessment Administrator + 3 points/item Shadow Assessment Administrator = 6 points possible/item

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General Directions

- Prior to administration, review the assessment items. They are designed to (1) reflect classroom activities with which students should be familiar, and (2) provide a performance context in which specific Michigan ELA and mathematics EGLCEs and EBs can be assessed.
- Review the item components. They include the actual activity that will be observed, the scoring focus, and the scoring rubric for the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA).
- While some items will occur naturally in the classroom, others may require more detailed planning in order to observe the specific scoring focus. Prepare to adjust the instructional environment as needed.
- Plan for appropriate materials and any individualized communication or technology devices the student may need, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration).
- To accurately and reliably apply the scoring rubric and yield valid pilot data, carefully review the "Scoring Rubric Flow Chart" included in the *Spring 2007 Participation and Supported Independence v1.5 Coordinator and Assessment Administrator Manual*. It explains when to give a student a score point or a condition code.
- If possible, plan observation times when the item/activity may typically occur.
- Persons involved in the assessment should follow universal health precautions when needed.
- Determine which **two** people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) must act as the PAA. SAAs can also be certified staff or school personnel (such as paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.
- The Shadow Assessment Administrator will need to tear or cut out the *MI-Access Shadow Assessment Administrator Scoring Documents* (one for English Language Arts items and one for Mathematics items), which are located at the end of the student's assessment booklet. This is where the SAA will record the score point or condition code for each item observed. Using a separate scoring document allows the SAA to independently score the student. Once all of the items have been administered, the score points or condition codes recorded by the SAA must be transferred to the correct numbered item in the booklet and to the student's machine scannable *Student Observation Sheet* (SOS).
- The Primary Assessment Administrator will record the score point or condition code for each item directly in the student's assessment booklet. Once all of the items have been administered, the score points or condition codes recorded by the PAA must be transferred to the student's machine scannable *Student Observation Sheet* (SOS).

Section 1

English Language Arts

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to participate in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will correctly identify 3 words paired with pictures (from a set of 3 related and 3 unrelated words paired with pictures) associated with a leisure time activity, such as television, book, or computer, during the preparation for a classroom or individual leisure activity.

SCORING FOCUS: Identifying frequently encountered words related to a specific task

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

ACTIVITY: The student will correctly answer 3 “yes/no” questions to express understanding of a magazine article (read to him/her by staff) during a reading opportunity, such as leisure time, an instructional lesson, or current events.

SCORING FOCUS: Responding to text to reflect understanding

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
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Item R3

ACTIVITY: The student will greet another person with at least 1 courtesy word or phrase, such as “hello,” “how are you?” or “hi,” during a typical morning routine, such as getting off the bus, morning group, or homeroom.

SCORING FOCUS: Responding and/or communicating with a variety of audiences

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
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- B** Resists/Refuses
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Section 2

Mathematics

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to participate in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will correctly indicate or demonstrate understanding of a request to perform “1 more” repetition when engaged in a familiar exercise or therapy routine. For example, the student would perform 1 more step on a treadmill, push a therapy ball 1 more time, or stretch a therapy band 1 more time when directed to, “Show me 1 more.” or “Let’s do that one more time.”

SCORING FOCUS: Associating value with the number 1

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
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- B** Resists/Refuses
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Item R2

ACTIVITY: The student will correctly indicate which item is **cold** when presented with 1 hot and 1 cold item while engaged in a familiar eating routine, such as lunch or snack time. For example, the student could be presented with a cup of ice water and a cup of hot soup and then be asked, "Which one is **cold**?"

SCORING FOCUS: Differentiating between **hot** and **cold**

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
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- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R3

ACTIVITY: The student will correctly indicate or demonstrate knowledge of 2 directional/positional terms (e.g., between, next to, in, or out) while entering or exiting the school building. For example, the student could be brought to the front of the school and asked, “Where do we go **in**?” and he/she identifies a doorway. Following that, the student could be brought into the classroom and directed to move **next to** a table, and he/she moves to the table or provides directions.

SCORING FOCUS: Demonstrating knowledge of terms such as between, next to, in, and out

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
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- B** Resists/Refuses
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Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student's assessment booklet and Student Observation Sheet (SOS). Please be careful that your scores from this sheet are transferred to the correct numbered item in the booklet and on the SOS.

English Language Arts**Item R1**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
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- A** Incorrect response
- B** Resists/Refuses
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Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

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Mathematics**Item R1**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

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- A** Incorrect response
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Item R3

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Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code and a brief description of what is measured.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

| English Language Arts | | |
|-----------------------|---------------|---|
| Released Item Number | EGLCE Code | ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus |
| | | Word Study |
| R1 | R.WS.h.P.EB04 | Identifying frequently encountered words related to a specific task |
| | | Comprehension |
| R2 | L.RP.h.P.EB03 | Responding to text to reflect understanding |
| | | Expressing Ideas |
| R3 | S.CN.h.P.EB02 | Responding and/or communicating with a variety of audiences |
| Mathematics | | |
| Released Item Number | EGLCE Code | STRAND or Abbreviated Descriptor/Scoring Focus |
| | | Numbers and Operations |
| R1 | N.ME.h.P.EB03 | Associating value with the number 1 |
| | | Measurement |
| R2 | M.UN.h.P.EB01 | Differentiating between hot and cold |
| | | Geometry |
| R3 | G.GS.h.P.EB03 | Demonstrating knowledge of terms such as between, next to, in, and out |



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